



## SEEDS TO SUCCESS QUALITY STANDARDS

The following standards will be used in year two of the field test for Seeds to Success, our state's Quality Rating and Improvement System. This second year of the Seeds to Success field test runs from July 1, 2010, through June 30, 2011.

The standards are grouped in four areas:

- **Curriculum and Learning Environment**
- **Family and Community Partnerships**
- **Professional Development and Training**
- **Leadership and Management Practices**

Visit [www.del.wa.gov/seeds](http://www.del.wa.gov/seeds) for more information and updates on this effort to improve quality licensed child care for children and families in Washington!

### *Notes:*

- *A "D" means the indicator is met through documentation by the Seeds to Success participant. A "Q" means the indicator is met through a questionnaire or self-assessment.*
- *ERS=Environmental Rating Scale*
- *CLASS=Classroom Assessment Scoring System*
- *FCC=Family child care*

## CURRICULUM AND LEARNING ENVIRONMENT

Indicators	One Seed	Two Seeds	Three Seeds	Four Seeds	Five Seeds
<b>ERS</b>	ERS training for all directors, lead teachers, and family home child care primary educators.  For each center, sampled classrooms will undergo an ERS assessment. Those that are not in the sample will complete a self-assessment of the ERS with their coach.	Average score of all sampled classrooms/age groups assessed must be 3 or more on the ERS.  Each individual sampled classroom/age group must have an ERS score no less than 2.5.	Average score of all sampled classrooms/age groups assessed must be 4 or more on the ERS.  Each individual sampled classroom/age group must have an ERS score no less than 3.5.	Average score of all sampled classrooms/age groups assessed must be 5 or more on the ERS.  Each individual sampled classroom/age group must have an ERS score no less than 4.5.	<b><i>Staff-to-child ratio is currently the only indicator for Level Five. Recommendations for Level Five indicators will be made following Year Two (FY11) of the Field Test.</i></b>
<b>Interactions</b>		An average of 4.0 on the designated social-emotional scale of the ERS <sup>1</sup> , with no one classroom score lower than 3.0 on the subscale.	An average of 4.5 on the designated social-emotional scale of the ERS, with no one classroom score lower than 3.5 on the subscale.	An average of 5.5 on the designated social-emotional scale of the ERS, with no one classroom score lower than 5.0 on the subscale.	
<b>Emotional Support and Classroom Organization (CLASS)</b>	CLASS training for all directors, lead teachers, and primary educator at family home child care.	An average of 3.5 in the Emotional Support and Classroom Organization domains.	An average of 4.5 in the Emotional Support and Classroom Organization domains.	An average of 5.5 in the Emotional Support and Classroom Organization domains.	
<b>Instructional Support (CLASS)</b>		An average of 2.0 in the Instructional Support Domain.	An average of 3.0 in the Instructional Support Domain.	An average of 4.0 in the Instructional Support Domain.	
<b>Curriculum</b>	Upon entrance, program meets with each family to learn about culture, languages, family structure and goals for child.	Curriculum statements are clearly posted in each classroom and reflect the developmental needs of each age group.	Program and classroom curriculum is reviewed annually by program staff.	Program and classroom curriculum is reviewed annually by families.	

<sup>1</sup> The designated social-emotional subscale of the ERS is defined as consisting of the following subscales:

- ITERS-R – Listening and Talking, Interaction and Program Structure
- ECERS-R – Language-Reasoning, Interaction and Program Structure
- FCCERS -R – Listening and Talking, Interaction and Program Structure

	Program obtains and maintains copies of the Washington State Early Learning and Development Benchmarks in all classrooms.	Lead program staff are trained on the curriculum.  Lead program staff are trained on Washington State Early Learning and Development Benchmarks. (Upon development of training)	All program staff are trained on the curriculum.  All program staff are trained on Washington State Early Learning and Development Benchmarks. (Upon development of training)  Curriculum reflects all of the domains represented in the Washington State Early Learning and Development Benchmarks.	All program staff incorporate the Washington State Early Learning and Development Benchmarks into classroom curriculum. (Upon development of training)	
<b>Ongoing Measurement of Child Progress</b>	Program obtains and maintains copies of the Washington State Early Learning and Development Benchmarks in all classrooms.	Daily written communication for children birth to 18 months to encourage conversations about developmental milestones.	Assess and document individual child's developmental progress at least twice a year, using a Seeds to Success-approved assessment tool <sup>2</sup> and share with families.	Documentation (such as lesson plans) of how educators integrate learning and developmental progress reports into individual and classroom/curriculum approaches.	
<b>Ratios</b>					<b>Family Child Care:</b> If more than 4 children under 36 months, educator must have assistant. If more than 8 children total, educator must have assistant.  <b>Centers:</b> Infant: 1 staff: 3 children Toddler: 1 staff: 5 children Preschool: 1 staff: 9 children

<sup>2</sup> Seeds to Success-approved assessment tools include but are not limited to the ASQ, DECA, Creative Curriculum Child Profile, High Scope Child Observation Record, Work Sampling System or an assessment tool approved by the Seeds to Success Coach and Site Coordinator.

## PROFESSIONAL DEVELOPMENT AND TRAINING—CENTERS

Indicator	One Seed	Two Seeds	Three Seeds	Four Seeds
<b>Training</b>	Complete training required at each level. For field test year two, this is the ERS and CLASS training for all.			
<b>Education</b>	State licensing requirements	<b>Center Director</b> <ul style="list-style-type: none"> <li>Associates level degree in related field <b>OR</b></li> <li>60 college credits</li> </ul>	<b>Center Director</b> <ul style="list-style-type: none"> <li>Associates level degree in related field AND enrolled in a BA program with at least 3 credits earned in the last six months <b>OR</b></li> <li>90 credits <b>OR</b></li> <li>Meets NAEYC alternative pathway for directors</li> </ul>	<b>Center Director</b> <ul style="list-style-type: none"> <li>BA in ECE/related field <b>OR</b></li> <li>Meets the NAEYC alternative pathway for directors</li> </ul>
		<b>Center Lead/Primary Educator</b> <ul style="list-style-type: none"> <li>25% have Associates level degree in related field <b>OR</b></li> <li>25% have CDA or 15 ECE credits</li> </ul>	<b>Center Lead/Primary Educator</b> <ul style="list-style-type: none"> <li>50% have a CDA <b>OR</b></li> <li>30 credits in ECE/related field <b>OR</b></li> <li>50% have Associates level degree related field</li> </ul>	<b>Center Lead/Primary Educator</b> <ul style="list-style-type: none"> <li>100% have Associates level degree in related field <b>OR</b></li> <li>50% have BA</li> </ul>
		<b>Center Assistant Educator</b> <ul style="list-style-type: none"> <li>50% have high school diploma or GED</li> </ul>	<b>Center Assistant Educator</b> <ul style="list-style-type: none"> <li>50% enrolled in CDA/associated level degree program with at least 3 credits earned in last 6 months</li> </ul>	<b>Center Assistant Educator</b> <ul style="list-style-type: none"> <li>50% have CDA <b>OR</b></li> <li>15 credits in ECE/related field; the remaining 50% are working toward it.</li> </ul>
<b>Experience</b>	State licensing requirements	<b>Center Director</b> <ul style="list-style-type: none"> <li>1 year verifiable supervisory experience</li> </ul>	<b>Center Director</b> <ul style="list-style-type: none"> <li>1 year verifiable supervisory experience</li> </ul>	<b>Center Director</b> <ul style="list-style-type: none"> <li>1 year verifiable supervisory experience</li> </ul>
		<b>Center Lead/Primary Educator</b> <ul style="list-style-type: none"> <li>6 months verifiable experience</li> </ul>	<b>Center Lead/Primary Educator</b> <ul style="list-style-type: none"> <li>6 months verifiable experience</li> </ul>	<b>Center Lead/Primary Educator</b> <ul style="list-style-type: none"> <li>1 year verifiable experience</li> </ul>
		<b>Center Assistant Educator</b> <ul style="list-style-type: none"> <li>No additional requirements</li> </ul>	<b>Center Assistant Educator</b> <ul style="list-style-type: none"> <li>3 months of verifiable experience</li> </ul>	<b>Center Assistant Educator</b> <ul style="list-style-type: none"> <li>6 months verifiable experience</li> </ul>

## PROFESSIONAL DEVELOPMENT AND TRAINING—FAMILY CHILD CARE

Indicator	One Seed	Two Seeds	Three Seeds	Four Seeds
<b>Training</b>	Complete training required at each level. For field test year two, this is the ERS and CLASS training for all.			
<b>Education</b>  <b>Owner or Primary Educator</b>	State licensing requirements	Enrolled in CDA program <b>OR</b> <ul style="list-style-type: none"> <li>▪ ECE credits to meet CDA requirement <b>OR</b></li> <li>▪ Enrolled in an Associates level degree program</li> </ul>	CDA <b>OR</b> <ul style="list-style-type: none"> <li>▪ Enrolled in Associates level degree program with at least 3 credits in the last 6 months</li> </ul>	Associates level degree <b>OR</b> <ul style="list-style-type: none"> <li>▪ BA in ECE/related field</li> </ul>
<b>Experience</b>  <b>Owner or Primary Educator</b>	State licensing requirements	At least 1 year of verifiable experience	At least 1 year of verifiable experience	At least 2 years of verifiable experience

\*CDA—Must be current, not expired.

\*Enrolled—Currently attending class(es) at a two or four year higher education institution working toward acquisition of an Associates or Bachelors level degree.

\*Related field as defined by (NAEYC) and adopted for FY11

**Program Staff:** Early childhood education, child development/family studies, early childhood special education, or elementary education with a concentration in early childhood education or the equivalent.

**Directors/Program Administrators:** Baccalaureate degree or higher in early childhood education, child development & family studies, early childhood special education, or elementary education that encompasses development and learning of children birth through kindergarten.

**OR**

Baccalaureate degree or higher in educational leadership, management or a related field (human services administration, business administration, organizational development, public administration) but lacking 24 credit hours that encompass development and learning of children birth through kindergarten.

## FAMILY AND COMMUNITY PARTNERSHIPS

Indicator	One Seed	Two Seeds	Three Seeds	Four Seeds
<b>Family Communication</b>		<p>Monthly information about “What is Happening” in the setting is provided to families.</p> <p>Community resource information is available to all families, in languages represented in setting.</p>	<p>Information on parenting and child development is shared (bulletin boards, newsletters and take home materials are in home language(s) of families represented in setting).</p> <p>Program offers group training and/or information sessions for parents.</p>	<p>Program provides opportunities for local community resource organizations to share information on-site.</p> <p>Program offers parent conferences a minimum of twice a year.</p>
<b>Family Engagement and Involvement</b>	<p>Program distributes Seeds to Success Family Survey to all families enrolled. At least 50% of Family Surveys must be collected.</p>	<p>Families invited to share ideas for curriculum and program activities.</p> <p>Families encouraged to observe child care setting prior to enrollment.</p>	<p>Families invited to share skills, talents and cultural traditions in the setting.</p> <p>Program offers family-focused social activity on at least a quarterly basis (activity night, movie night, community family outing).</p>	<p>Families are engaged in planning social events or community projects for the child care setting.</p>
<b>Transitions</b>	<p>Program gives families general information about transitions between home and child care, between various child care settings, and between child care and school.</p>	<p>Program includes age-appropriate activities for children to prepare for transition.</p> <p>Program staff transfers child records, at family’s request, to another educational setting.</p> <p>For families transitioning to kindergarten, the program gives families information and resources about kindergarten (brochures, registration dates).</p>	<p>Program offers at least one or more group meetings to assist families in a successful transition to a new classroom, a new child care setting or school.</p> <p>Program offers home learning activities to support successful transition.</p> <p>Program staff participate in community/school transition activities, as available.</p>	<p>Program offers families an individual meeting to discuss specific information about transition and to give families written information about the child’s developmental progress.</p> <p>Program staff and families jointly develop a written transition plan that can be shared with community/school stakeholders.</p> <p>Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting.</p>

		Program has updated local school district transition policies, including those for children with special needs, available and reviewed with families prior to a child transitioning into kindergarten.		
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## LEADERSHIP AND MANAGEMENT PRACTICES

Indicator	One Seed	Two Seeds	Three Seeds	Four Seeds
<b>Business Plan</b>		<p>Program has a business plan in place that includes the following:</p> <ul style="list-style-type: none"> <li>▪ One-year budget</li> <li>▪ Employee handbook</li> <li>▪ Personnel policies</li> <li>▪ Job descriptions</li> <li>▪ Organizational chart</li> <li>▪ Parent handbook</li> <li>▪ Mission statement</li> </ul>	<p>Budget includes resources to achieve program and marketing goals.</p> <p>Written policies and procedures for collection and tuition fees.</p> <p>Annual marketing and communications plan.</p>	<p>Business plan includes:</p> <ul style="list-style-type: none"> <li>▪ The next fiscal year cash flow projection</li> <li>▪ The next fiscal year projected budget tied to business and marketing strategies</li> <li>▪ Feedback from families</li> </ul> <p>Policies and procedures reviewed and updated yearly to incorporate new human resources laws and licensing regulations</p>
<b>Staff Planning Time</b>		<p>Lead teaching staff have at least 4 paid hours of planning time each month.</p> <p>For programs with only one staff member, regular time is set aside for planning as determined by the owner.</p>	<p>Lead teaching staff, FCC owners and primary staff have at least 6 paid hours of out-of-classroom planning time each month.</p> <p>Assistant teaching staff has at least 4 hours of out-of-classroom planning time each month.</p> <p>If program employs more than one staff member, monthly staff meetings are held.</p>	<p>Lead teaching staff, FCC owners and primary staff have at least 8 paid hours of planning time each month.</p> <p>Assistant teaching staff has at least 6 hours of paid planning time each month.</p>
<b>Business Practice</b>		<p>Accounting system in place.</p> <p>Administrators have training in accounting and relevant business topics such as employment law.</p> <p>Program has a valid liability insurance policy in place.</p>	<p>Center director/FCC owner completes 5 hours of administrative training per year specific to business practice and fiscal responsibility.</p> <p>An accounting system with quarterly comparisons of expenses to revenue is implemented.</p>	<p>Annual operational business plan that addresses organizational stability is in place.</p> <p>Program establishes a written code of professional conduct for staff.</p>



			An annual operational business plan is in place.	
<b>Employee Review</b>		Program offers annual performance reviews for all employees that include observation and demonstration of practice.	Annual performance review includes opportunity for self-review for each employee.	Annual performance review includes opportunity for co-workers and families served to provide feedback on employee performance.
<b>Staff Compensation and Development</b>	Program has a copy of the Washington Core Competencies for Early Learning Professionals in every classroom. (By July 1, 2011)	Program establishes a wage scale that reflects staff qualifications and length of experience.  The Washington Core Competencies for Early Learning Professionals are used as a self-assessment by employees to identify current level of skill and education. (By July 1, 2011)	Wage scale comparable to similarly qualified early learning positions in the region.  Program uses the Washington Core Competencies for Early Learning Professionals to establish individual professional development plans for staff. (By July 1, 2011)	All staff offered 8 hours of paid release time to attend professional development opportunities approved by the Director/FCC Owner.  Reward system in place for retention and increased training, education and experience.
<b>Leadership</b>		Director/FCC owner has some involvement in the early childhood professional community. <sup>3</sup>	Director/FCC owner plays an active role in the early childhood professional community. <sup>4</sup>	Director/FCC owner plays a leadership role in the early childhood professional community. <sup>5</sup>  Director/FCC owner encourages staff to participate in early childhood professional community.

<sup>3</sup> Involvement in the early childhood professional community can be demonstrated by membership in a director's network, national or local AEYC chapter or other early childhood organizations, or collaborating with the local elementary school to ensure smooth transitions.

<sup>4</sup> Active role means that the director/FCC owner attends meetings regularly and serves on one or more committees of early childhood professional organizations.

<sup>5</sup> Leadership role means that the director/FCC owner chairs a committee, serves on a board, or holds office in an early childhood organization. It also includes any coaching, mentoring, professional training, or advocacy the Director/FCC owner provides for others in the community.